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ABSTRACT

This document presents materials about and from a project that was undertaken to continue development and implementation of training in content areas needed by Bureau of Adult Basic and Literacy Education (ABLE) staff of ABLE-funded programs in Pennsylvania. The report details the project objectives, procedures, and outcomes, which included the following: (1) 8 existing modules were refined based on feedback from trainers; (2) "Bridges to Practice," a research-based guide for literacy practitioners serving adults with learning disabilities was adopted and added to the menu of module training offerings; (3) the trainer support component of the module training effort was fulfilled through observation of trainers and presentation skills training; and (4) 29 trainers were trained in 2 sessions to deliver the existing modules and the 2 new modules ("How Adults Read" and "Bridges to Practice"). Appendixes constituting approximately 90% of the document contain the following items: (1) training module flyers; (2) agenda for the lead trainer meeting; (3) Bridges to Practice facilitators' notes; (4) a presentation skills flyer/registration form; (5) materials from presentation skills training; (6) follow-up materials to the presentation skills training; (7) the Train the Trainer agenda; and (8) a summary of the number of times modules were offered and number of completers. (MN)

Core Training Development and Implementation Final Report

Carol Shefrin, Project Director
Dehra Shafer, Training Coordinator

Project Year: 7/1/99-9/30/00

Grantee: TIU Adult Education and Job Training Center
MCIDC Plaza, Building 58
6395 SR 103 North
Lewistown, PA 17044

Federal Funding: \$190,000
Project Number: # 098-00-0009

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ABSTRACT

Project Number: 098-00-0009

Grant Recipient: TIU Adult Education & Job Training Center
MCIDC Plaza Bldg 58
6395 SR103 North
Lewistown, PA 17044

Project Name: Core Training Development and Implementation

Grant Allocation: \$190,000
Project Period: 7/1/99-9/30/00

Project Purpose: The purpose of the project was to continue a three-year project that has focused on development and implementation of training in content areas needed by ABLE staff of ABLE funded programs. The project continued to coordinate closely with the regional Professional Development Centers to train new trainers and support new and experienced trainers in the delivery of new and existing content modules. Ensuring the quality of trainers and of module delivery was the major thrust of the project. Existing modules have been refined as needed. Modules that have been developed and piloted in other states were considered for addition to the Pennsylvania menu of module training offerings. The evaluation component of the module training effort was strengthened.

Project Outcomes: Existing modules were refined based on feedback from trainers. "Bridges to Practice," a research based guide for literacy practitioners serving adults with learning disabilities, was adopted and added to the menu of module training offerings. The trainer support component of the module training effort was fulfilled through observation of trainers and presentation skills training. Twenty-nine trainers were trained in two sessions to deliver existing as well as the two new modules: How Adults Read and Bridges to Practice.

Impact: This project built upon three successful years of training development and implementation.

Introduction

Purpose and Objectives

“Core Training Development and Implementation” addressed the Bureau of Adult Basic and Literacy Education (ABLE) WIA, Title II, Section 223 State Leadership priority A.1. - Implementation and Development of Core Area Training.

The purpose of the project was to coordinate the review and selection of training materials for professional development in designated content areas and identify and train trainers to implement module training. Project staff also continued to develop capacity in the field building on the first three years of training development and implementation including refinement of existing modules and support to trainers already trained. The emphasis for this initiative was on quality control. For all project activities the TIU Adult Education and Job Training Center (AEJTC) staff worked closely with ABLE staff and the Professional Development Centers (PDC's).

Project objectives were:

- to refine current modules reflecting training-to-date experiences;
- to consider adoption of new training modules from other states;
- to continue support for current trainers through additional training meetings, on site observations, and on-line contact with the training network;
- to refine the train the trainer content as needed;
- to train new trainers two times during the project year;
- to develop and implement more defined evaluation procedures;

Rationale and Background of the Project

This project built upon three successful years of training development and implementation. One focus of the year's activity was to implement a system for quality control of the training being delivered for the modules developed during the past three years. An area that had been found lacking in the project was the chance to make on-site visits to trainers during their delivery of training. Visits that were made were an important first step in providing feedback to trainers, evaluating the current system, and monitoring quality control.

A second area of activity, continued from the previous project years, was adding new training to the menu of training options for the field and getting new trainers trained. A considerable amount of resources were devoted to the development of training on the National Reporting System's (NRS) new requirements. Goal setting training was developed during the last quarter of this contract. In addition, a new standardized process was developed as alternative to standardized testing for program accountability. Level attainment checklists were developed for training to be delivered in the next project year. Specific materials for the NRS, goal setting training and level attainment checklists will be included in the 2000-2001 final report.

Project Time Frame

All project activities occurred between July 1, 1999 and September 30, 2000. During the first quarter of the project year, content for the Train-the-Trainer workshop was refined. Also, trainers were recruited and selected in cooperation with the Professional Development Centers (PDC's). During the first quarter a training session for trainers was held and project staff conducted on-site observations of trainers. In April 2000, Bridges to Practice trainers were trained. Modules were utilized to various degrees throughout the state.

Project Staff and Key Personnel

Project staff included: Carol Shefrin, Project Director; Sheree Goss, Operations Manager; Lori Forlizzi, Trainer/Training Developer; Suzanne Fisher, Trainer/Training Developer; and Dehra Shafer, Training Projects Coordinator. Each assumed various aspects of project coordination. These individuals together formed the team that was responsible for the coordination and operation of the project. Lori Forlizzi also conducted all the assessment research and development work. Other individuals not part of the TIU AEJTC staff also served as Lead Trainers. These individuals included Ellen McDevitt, trainer for Math and Case Management; Susan Finn Miller, trainer for Communicative ESL, Multilevel ESL, ESL Assessment, and Best; Rich Gacka and Bootsie Barbour, trainers for Adults with Learning Differences; Esther Bratton and Bootsie Barbour, trainers for Bridges To Practice; and Cynthia Spencer, trainer for Cooperative Learning.

Carol Shefrin directed all aspects of the project. She worked closely with staff of the ABLE Bureau and staff of the regional PDC's to keep them informed of project activities, to gather their input, and establish guidelines for the evolving system of delivery of the module training through the PDC's. She has 17 years experience in directing adult programs for the Tuscarora Intermediate Unit and in developing and implementing special projects for the PA Department of Education. In addition, she is the Director of the South Central Professional Development Center.

Lori Forlizzi, Ph.D., coordinated review and consideration of existing training materials, developed materials, and coordinated delivery of modules. She also did much of the refinement of the Train-the-Trainer session and trained and supported trainers. She has worked in the field of adult education for 14 years on a variety of research, curriculum development, and staff development projects and holds a doctorate in educational psychology.

Suzanne Fisher completed portions of the Train-the-Trainer session revisions and trained and supported trainers. She has over 16 years experience as a presenter and trainer and was involved with the operation of the TIU multi-faceted adult education program for the past 10 years. Ms. Fisher left the TIU for another position during this contract period. Following the departure of Ms. Fisher, Ellen McDevitt became the lead trainer for the Case Management module and Cynthia Spencer became the lead trainer for the Cooperative Learning module.

Dehra Shafer was responsible for overall coordination of the project. She coordinated the selection of trainers and logistics for the Train-the-Trainer session held September 29, 1999 and she conducted on-site observations of trainers. She has worked in the field of adult education for over 20 years with 8 years experience in adult basic and literacy education including writing grants and managing 353 projects for Penn State Public Broadcasting.

Sheree Goss supported all staff in the implementation of this project. She has been the management information system coordinator for all the ABLE-sponsored programs at TIU Adult Education and Job Training Center and is the operations coordinator for the regional professional development center.

Audience for this Report

The audience for this report primarily includes the staff of the ABLE Bureau, PDC staff, and staff of ABLE-funded programs. The report also would be of interest to anyone who is considering undertaking a similar effort or any individuals interested in the activities of the project.

Project Dissemination

Copies of this report are filed permanently at the following locations:

- 1) PA Department of Education
Bureau of Adult Basic and Literacy Education
333 Market Street, 12th floor

Harrisburg PA 17126-0333

- 2) AdvancE State Literacy Resource Center
PDE Resource Center
333 Market Street, 11th floor
Harrisburg PA 17126-0333
Phone: 717-783-9192

Report

Statement of the Problem

This project continued the work of three years of successful training development and implementation. The goal continued to be designing a system for the delivery of a set of high-quality, standardized training modules in needed content areas through the state's regional PDC's. Thus, module training has continued to be integrated into the existing system of professional development in the state. Working in partnership with the regional PDC's, this project continued to provide an avenue for consistent delivery of standard training on topics critical to Pennsylvania's adult educators.

Goals and Objectives

The goal of the Training Development and Implementation project was to continue the development and implementation of a quality, statewide training system. Objectives were:

- to refine current modules reflecting to-date experiences;
- to consider adoption of new training modules from other states;
- to continue support for current trainers through additional training meetings, on site observations, and on-line contact with the training network;
- to train new trainers two times during the project year;
- to develop and implement more defined evaluation procedures.

Procedures

The following section describes the procedures employed to achieve objectives.

The process for refining current modules was that project staff and other lead trainers met on April 12, 2000 to discuss the Lead Trainer Agreement and “how things are going.”

In considering adoption of new training materials, project staff searched for existing training packages that could be adopted or adapted for use in Pennsylvania. Any materials to be considered were reviewed by ABLE Bureau staff. Final decisions were made as a result of discussions between project staff and ABLE Bureau staff.

The process for supporting current trainers included project staff making on-site observations of selected trainers to observe how training was occurring. Following each session, trainers were given feedback either orally or in writing.

Refining the train the trainer content occurred as a result of the experience the project staff had with the addition of the 5-10 minute presentation during the Train the Trainer workshops. Project staff saw a need to help trainers improve their presentation skills. Consequently, a presentation skills workshop was developed and held for trainers.

The selection procedure for trainers was also revised. In addition to emphasizing a knowledge base, it now includes a process for recruiting and selecting trainers in close cooperation with the PDC's.

More defined evaluation procedures were developed in cooperation with Alisa Belzer from Rutgers University. Ms. Belzer and her staff helped frame an evaluation of the module project that was one part of a multi-part evaluation of the entire Professional Development System.

Objectives Met

The following section describes the outcomes for each objective and how each objective was achieved.

- **To refine current modules reflecting training to date experiences.**

Project staff began with a review and revision of the module informational flyers for all twelve existing modules that the PDC's use to promote module training. (Appendix A)

Lead Trainers conducted focus groups with trainers and reviewed the first five modules introduced in Pennsylvania the previous project year. These modules included: Assessment, Case Management, Cooperative Learning, Math, and Multi-Level ESL.

On April 12, 2000, project staff and other lead trainers met and discussed the lead trainer agreement and other aspects of the training module project. Discussion revolved around areas such as: accomplishments; what was done and what needs to be done (module content revisions). (Appendix B) For modules created by the project, lead trainers created "errata" sheets to be added to modules with corrections/additions that can be made to the modules. For modules adopted from the Northwest Regional Literacy Resource Center, corrections and recommended changes are being sent to the Center; by contractual agreement, changes cannot be made to the modules.

- **To consider adoption of new training modules from other states.**

New materials recommended for adoption for use in Pennsylvania during last project year were "Bridges to Practice," a research-based guide for literacy practitioners serving adults with learning disabilities. "Bridges to Practice" was a project of the National Adult Literacy and Learning Disabilities Center that was funded by the National Institute for Literacy. Five representatives from Pennsylvania attended training sponsored by the National Center in February and April 1999. Those attending were: Helen Hall, ABLE Bureau; Bootsie Barbour, Northwest

PDC; and Esther Bratton, Lori Forlizzi and Dehra Shafer, TIU Adult Education and Job Training Center. Following their participation in training, a “Learning Differences Continuum” task force was formed. In addition to the five who attended the training, it included Richard Cooper and other practitioners in the state with expertise in learning disabilities. The task force met twice during the last half of the project year to consider adoption of the “Bridges to Practice” materials as well as other issues related to serving adults with learning disabilities. The group recommended that Books 3 and 4 of the Bridges materials be utilized in the state to supplement the instructional workshops offered by Dr. Cooper. The topics covered in these two books are “The Planning Process” and “The Teaching/Learning Process.” Therefore, during 1999-00, members of the Pennsylvania team who attended the national training met and developed Facilitators’ Notes for Bridges to Practice: *The Planning Process* and *The Teaching/Learning Process* (Appendix C). After the facilitators’ notes were completed and materials were in hand, the train-the-trainer process was ready to begin. In coordination with the Professional Development Centers (PDC’s) potential trainers were selected. On April 25-26, 2000, eleven Bridges to Practice trainers were trained in State College.

- **To continue support for current trainers through additional training meetings, on site observations, and on-line contact with the training network.**

Developing a comprehensive system for providing trainer support was a major component of this project. Much had been accomplished in the first three years as far as developing and beginning to implement training. Evaluation of support provided to trainers was a priority this year. This project year it was time to observe how training was occurring. To accomplish this, project staff conducted observations of trainers. Suzanne Fisher did observations of Case Management and Cooperative Learning training for which she was the lead trainer. Lori Forlizzi, lead trainer for Assessment, observed several of those training sessions. Dehra Shafer observed

training for the newest module, Adults with Learning Differences. Staff approached this task as a data-gathering step in the development and evolution of providing feedback to trainers. From information gathered during the observations, a more systematic and structured approach will be developed for observing trainers during the 2000-2001 project year.

- **To refine train the trainer content.**

Project staff planned and implemented two Presentation Skills training events: WEST-March 28-29, 2000 at the Pittsburgh Sheraton Inn North and EAST-April 3-4, 2000 Holiday Inn Grantville. Participants who were targeted were module trainers as well as EQUAL trainers. Other ABLE funded project trainers were also invited. (Appendix D) Nine participants attended in the east. Three were EQUAL trainers, four module trainers, and two were ABLE Net trainers. From the eighteen participants who attended in the west, the various training components included four EQUAL, eight module, three ABLE Net, and three tutor trainers.

The objectives of the presentation training were to assist participants in identifying areas where they needed improvement, to practice new skill areas, and to observe colleagues presentations and provide feedback.

Day one of the training consisted of topics such as: Guidelines for Practice, Guidelines for Coaching, Eye Contact, Visual Aids, Posture and Movement. Day two explored areas like: Creating Your Opening/Know Your Audience, Establishing Credibility, Too Much Information, Responding to Participants/Questioning. Participants left the training with a "Personal Plan of Action." Their plan contained areas to improve and a date by which they would review their progress. (Appendix E) Some comments from the evaluations were: "I especially liked the fact that the training was skills based and we practiced each skill...The aspect of handling or managing or anticipating participants concerns so that they are more present in the training...Individual presentations extremely helpful-

allowed to try different techniques. As a follow-up to the training, supplemental materials and resources were mailed to those who attended (Appendix F)

- **To train new trainers two times during the project year.**

Train-the-Trainers sessions were held on September 1999 and April 2000. The goal was to ensure that each PDC has at least one trainer for all modules, for the original five as well as new ones.

Training was conducted for module trainers on September 29, 1999 for the following topics: 1) BEST test, 2) Assessment, 3) Communicative ESL, and 4) How Adults Read: Teaching Reading Comprehension. Susan Finn-Miller served as the lead trainer for the BEST test and Communicative ESL. Lori Forlizzi served as the lead trainer for Assessment and How Adults Read: Teaching Reading Comprehension. The agenda and course materials are included in Appendix G.

Trainers for the Bridges to Practice module were trained on April 25-26, 2000. Bootsie Barbour served as the lead trainer.

The numbers of participants trained during 1999-2000 are as follows:

BEST - 1

Communicative ESL - 3

Assessment - 4

Bridges to Practice – 9

How Adults Read - 12

During 1999-00, 76 module trainings were offered in all new modules as well as in the original five. How Adults Read training also was available for the first time in 1999-00; it was offered 15 times in all six regions by experienced Reading trainers with 174 participants

completing. Attendance for all modules was 720 participants. A listing of module trainings by PDC region with totals for each module is included in Appendix H.

- **To develop and implement more defined evaluation procedures.**

The project staff's goal was to further develop the evaluation component of training needs. Alisa Belzer from Rutgers University, along with her staff, worked cooperatively with project staff to help frame an evaluation of the module project. This was one part of a multi-part evaluation of the entire Professional Development System. The evaluation process was devised to measure changes in module training participants and changes in their programs, classrooms, and students as a result of participating in module training.

Evaluation Instruments, Techniques and Results

Evaluation of project components is an on-going process. Project staff sought input from both trainers and trainees through evaluation forms distributed to trainers at the Train-the Trainer workshop and to trainees at each final session of module training.

Results of the evaluations from the mini-presentation activity at the Train-the-Trainer workshop held in the 1998-99 project year were the catalyst that led to the decision to offer "Presentation Skills" training during 1999-00. Results of the trainee evaluations are forwarded to each lead trainer so that they can compile data for recommendations for changes in module content and delivery.

Dissemination

Dissemination of the project results will be through the Tuscarora Intermediate Unit's Adult Education and Job Training Center, ABLE Professional Development Centers, and the PA Department of Education's AdvancE State Literacy Resource Center.

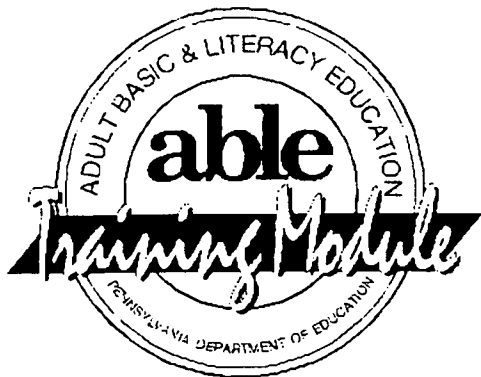
Conclusions and Recommendations

The Training Development and Implementation project has accomplished much during the past three years. Twelve modules have been adopted and/or developed to provide consistent, quality professional development for adult basic and literacy education practitioners. Fifty-seven trainers have been trained and are qualified to deliver these modules. Seventy-six module trainings were completed throughout the state during this time. Trainers also have reviewed the first five modules implemented and made recommendations for revisions. Finally, a rudimentary system has been put in place to provide continuing support for trainers by project staff and the PDC's through meetings of trainers and on-site observations of training.

In future years, continued cooperation among the ABLE Bureau, the PDC's and project staff is crucial to keep the statewide systems for module development, revision, and training implementation functioning effectively. Project staff will need to focus their efforts on institutionalizing these systems while allowing them to evolve to accommodate new module development and the training of new trainers. Structures should be set up for several purposes. First, project staff, in cooperation with the ABLE Bureau, should establish a procedure to ensure periodic review of existing modules and to conduct research on potential new modules. Second, a system that provides greater support to trainers should be set up that includes additional phone support from lead trainers and on-line communication via email and/or a listserv. Lastly, project staff and PDC staff need to work in partnership to identify and screen potential new trainers to ensure that every region continues to have at least one trainer trained to deliver each module.

Appendix A

Training Module Flyers



Assessment for Adult Learners

Training Module for Practitioners

12 hours of training

Contents of the Assessment Module include:

- Purposes for Assessment
- Using Standardized Assessments
- Selecting Assessments for Your Program
- Hands-on Experience with Standardized Assessments
- Using Formative Assessment to Fine-tune Instruction
- Informal Assessments
- Communicating Assessment Results to Students
- Elements of Program Assessment Planning

ASSESSMENT FOR ADULT LEARNERS presents the various purposes for assessment as they relate to gathering information to meet the needs of students, instructors, program administrators, and funding agents. It introduces two major types of assessment—standardized and informal—and the strengths and weaknesses of each toward providing information that meets various needs. It emphasizes that no assessment method is perfect in that it can provide all needed information.

Rather, the module emphasizes looking closely at the strengths and weaknesses of a particular assessment and selecting assessments that provide information that programs, instructors, and students need. The module provides opportunities for hands-on exploration of assessments, guidance in selecting assessments, and developing informal assessments.

It also includes activities that focus on connecting assessment to instruction and communicating results to students. Finally, it provides guidance on assessment planning.

The training is appropriate for all adult basic and literacy educators. It consists of three sessions, each approximately four hours, every other week. Participants attend all three sessions. Prior to the start of the training and between sessions, participants complete readings and assignments that introduce or enhance topics covered in the sessions. Follow-up support is available from trainers.

Designed to accommodate no more than 30 participants per session.



State Leadership
Activity

Contact your regional Professional Development Center to schedule training:

- Northwest PDC: (814) 878-2008 / Nthwestpdc@aol.com
- Central-Northeast PDC: (570) 893-4038 / Khamilto@eagle.lhup.edu
- Southwest PDC: (412) 661-READ / SWPDC2@aol.com
- South-Central PDC: (717) 248-4942 / scpdc@aejtc.org
- Southeast PDC: (717) 519-1005 / SEPDC1@aol.com
- Philadelphia PDC: (215) 686-4400 / Diane.Inverso@phila.gov



Hands-on Session with the BEST

Training for Practitioners

3 Hours of Training

Contents of the BEST Session include:

- Features of the BEST
- Materials Needed to Administer the BEST
- Administering and Scoring the Oral and Literacy Skills Sections
- Calculating Scaled Scores and Total Scores
- Student Performance Levels and How They Are Determined
- Using BEST Results to Plan Student Instruction
- Reporting Results to Students
- Determining Student Progress and Educational Gains

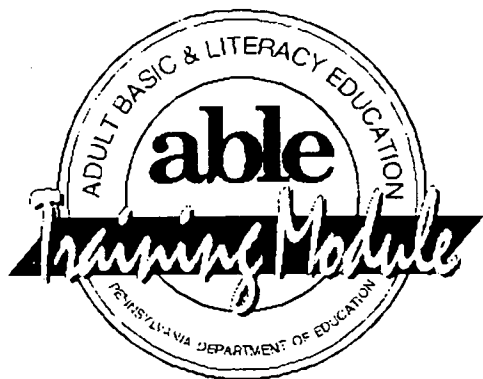
THIS THREE-HOUR TRAINING provides an in-depth look at the BEST (Basic English Skills Test). It provides information on how to administer and score the BEST, and how to interpret and report the results. It assumes that participants are familiar with the content of the Assessment for Adult Learners training module.

The training is appropriate for practitioners who have adopted the BEST for assessment of adult English as a Second Language learners. It may be requested as part of the Assessment for Adult Learners module in lieu of an activity that provides a less in-depth look at several assessment options, or as an add-on session to the assessment module. It consists of one three-hour session. Follow-up support to training participants is available from trainers.

Contact your regional Professional Development Center to schedule training:

- Northwest PDC: (814) 878-2008 / Nthwestpdc@aol.com
- Central-Northeast PDC: (570) 893-4038 / Khamilto@eagle.lhup.edu
- Southwest PDC: (412) 661-READ / SWPDC2@aol.com
- South-Central PDC: (717) 248-4942 / scpdc@aejtc.org
- Southeast PDC: (717) 519-1005 / SEPDC1@aol.com
- Philadelphia PDC: (215) 686-4400 / Diane.Inverso@phila.gov





Case Management for Adult Learners

Training Module for Practitioners

12 hours of training

Contents of the Case Management Module include:

- The Adult Education Practitioner as Case Manager
- Defining Case Management
- Why Do Case Management?
- Roles and Characteristics of a Case Manager
- Whom Do We Serve?
- The Student/Case Manager Relationship
- Documentation/Case Notes
- Follow-up
- Dealing with Difficult Students
- Facilitating Independence
- Paper Flow
- Case Studies



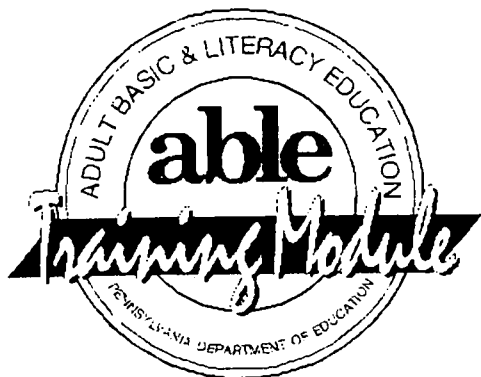
ADULT EDUCATORS OFTEN FIND THEMSELVES in the role of case manager because of the needs of their students. Instructors or tutors may enter this case management role with no educational or experiential background. This training module will give adult education practitioners the tools they need to better serve their adult learners, to manage information on learners' progress, and to develop accountability.

This module provides a comprehensive look at case management in an adult basic/literacy education setting. Case management is defined. The roles and characteristics of the case manager are explored, as are the characteristics and needs of the student population. Participants identify factors that make a successful case manager and a successful case management participant. Case management activities are examined, and throughout the module, a case study approach helps participants understand the module concepts through realistic examples.

The training is appropriate for all adult basic and literacy educators. It consists of three, approximately four-hour sessions. There is a two-week interval between each session. Participants attend all three sessions. Between sessions, participants complete assignments that introduce or enhance topics covered in the sessions. Follow-up support to training participants is available from trainers.

Contact your regional Professional Development Center to schedule training:

- Northwest PDC: (814) 878-2008 / Nthwestpdc@aol.com
- Central-Northeast PDC: (570) 893-4038 / Khamilto@eagle.lhup.edu
- Southwest PDC: (412) 661-0811 / SWPDC2@aol.com
- South-Central PDC: (717) 248-4942 / scpdc@acjtc.org
- Southeast PDC: (717) 519-1005 / SEPDC1@aol.com
- Philadelphia PDC: (215) 686-4400 / Diane.Inverso@phila.gov



Cooperative Learning

Training Module for Practitioners

12 hours of training

Contents of the Cooperative Learning Module include:

- Experience with Cooperative Learning Activities
- Class Climate-Building Techniques
- Team-Building Techniques
- Strategies for Student-Centered Learning
- Lesson Planning
- Lesson Sharing
- Social Skills
- Recommendations for Implementing and Sharing Your Learning

THE COOPERATIVE LEARNING MODULE is designed for those working with ABE and/or ESL students. The purpose of the module is to provide a basic introduction to the use of cooperative learning in adult education classroom settings.

The sessions are designed to model cooperative learning classrooms. Session One along with a set of pre-training readings present some cooperative-learning theory and practical strategies for organizing the learning environment. Session Two provides participants with a broader theoretical framework, time to reflect on an interim assignment, and additional strategies for establishing a climate for student-centered learning. At the conclusion of the module, participants will have gained the understanding that incorporating cooperative learning structures, strategies, and techniques into their teaching plan is part of an ongoing process of learning for them as professionals.

The training is appropriate for all adult basic and literacy educators. It consists of two, approximately six-hour sessions (not including lunch).

There is a three- to four-week interval between sessions to allow time to apply and reflect on classroom practices. Participants attend both sessions.

Prior to the start of the training and between sessions, participants complete readings and assignments. Follow-up support to training participants is available from trainers.

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LITERACY EDUCATION

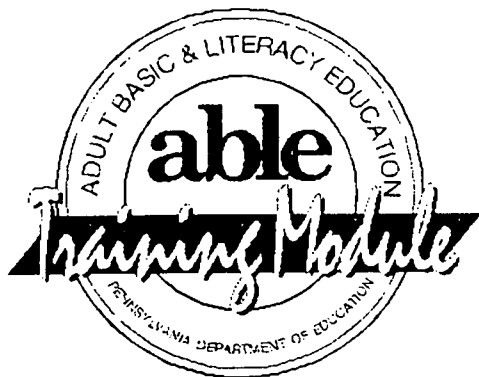
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PENNSYLVANIA
DEPARTMENT OF
EDUCATION

State Leadership
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Contact your regional Professional Development Center to schedule training:

- Northwest PDC: (814) 878-2008 / Nthwestpdc@aol.com
- Central-Northeast PDC: (570) 893-4038 / Khamilto@eagle.lhup.edu
- Southwest PDC: (412) 661-READ / SWPDC2@aol.com
- South-Central PDC: (717) 248-4942 / scpdc@aejtc.org
- Southeast PDC: (717) 519-1005 / SEPDC1@aol.com
- Philadelphia PDC: (215) 686-4400 / Diane.Inverso@phila.gov



Teaching Strategies for the Multilevel ESL Classroom

Training Module for Practitioners

Contents of the Multilevel ESL Module include:

- Teambuilding Activities
- Demonstration of a Multilevel ESL Spanish Lesson
- Practice and Presentation of Lesson Plans
- Discussion of Classroom Groupings and Roles
- Demonstration of Multilevel Groupings
- Language Experience Demonstration
- Key Components of Cooperative Learning
- Demonstration, Practice, and Application of Cooperative Learning Principles
- Developing Cooperative Skills

12 hours of training

THIS MODULE REVIEWS THE FACTORS necessitating multilevel ESL classes. It presents multilevel ESL lesson planning and learning strategies and provides opportunities for their practice and application. Different classroom groupings are demonstrated, and their advantages and disadvantages are covered. Cooperative learning strategies as applied in the multilevel ESL setting are also considered. Key components of cooperative learning are presented, and participants have opportunities to experience them and apply them to their own classroom settings.

The training is appropriate for experienced ESL practitioners working in a multilevel ESL classroom setting. It consists of two, approximately six-hour sessions (not including lunch). The two sessions are separated by two weeks. Participants attend both sessions. Between sessions, participants complete assignments. Follow-up support to training participants is available from trainers.

Contact your regional Professional Development Center to schedule training:

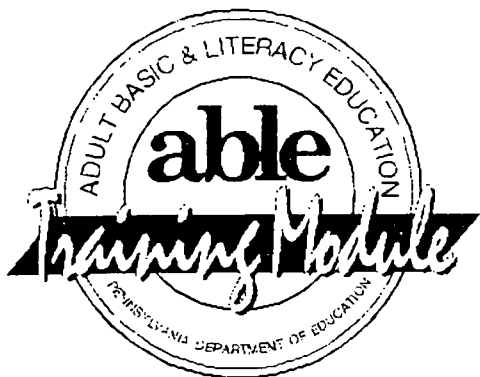
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Adults With Learning Differences

Training Module for Practitioners

Approximately 5 Hours of Training

Contents of the Adults with Learning Differences Module include:

- What It's Like to Have a Learning Difference
- Definitions of Learning Disabilities
- The Continuum of Learning Differences
- Looking at the Whole Person: The Learning Disabilities Matrix
- A Learning Differences Model
- Putting It All Together
- Other Available Training

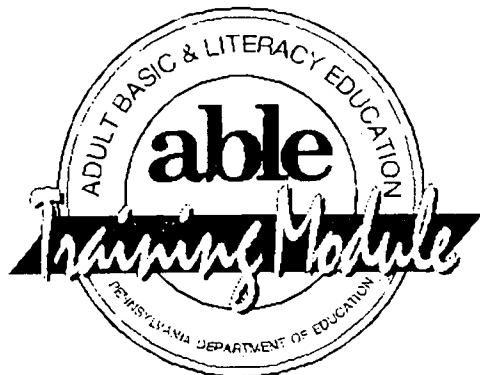
THIS MODULE INTRODUCES THE CONCEPT of a continuum of learning differences, which places adults with learning differences, problems, and disabilities in the context of all adult learners and their varying strengths and weaknesses. It identifies factors other than learning differences or disabilities which may affect an individual's learning and behavior, and explains how these factors may interact with learning differences or disabilities. It introduces a model of learning differences that explains how learning and processing differences (for example, visual, auditory, right/left discrimination, or organization) affect perception, processing, and communication. While strategies for working with adults with these differences may be touched upon, the module primarily provides a solid base of knowledge about how learning and perceptual differences affect adults' learning and behavior. Information about follow-up training that provides more information on working with adults with learning differences, problems, and disabilities is also included.

The training is appropriate for all adult basic and literacy education practitioners, especially those working with adults with learning differences, problems, or disabilities. It consists of one approximately five-hour session (not including lunch). Follow-up support to training participants is available from trainers.



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Hands-on Session with the TABE

Training for Practitioners

2 hours of training

Contents of the TABE Session include:

- Features of the TABE
- Materials Needed to Administer the TABE
- Levels of the TABE—Determining Which to Use
- Administering and Scoring the TABE
- Types of Scores Yielded by the TABE
- Interpreting Student Scores and Planning Instruction
- Reporting Results to Students
- Determining Student Progress and Educational Gains

THIS TWO-HOUR TRAINING PROVIDES an in-depth look at the TABE (Tests of Adult Basic Education) Complete Battery. It provides information on how to administer and score the TABE, and how to interpret and report the results. It assumes that participants are familiar with the content of the Assessment for Adult Learners training module.

The training is appropriate for practitioners who have adopted the TABE. It may be requested as part of the Assessment for Adult Learners module in lieu of a two-hour activity that provides a less in-depth look at several assessment options, or as an add-on session to the assessment module. It consists of one two-hour session. Follow-up support to training participants is available from trainers.

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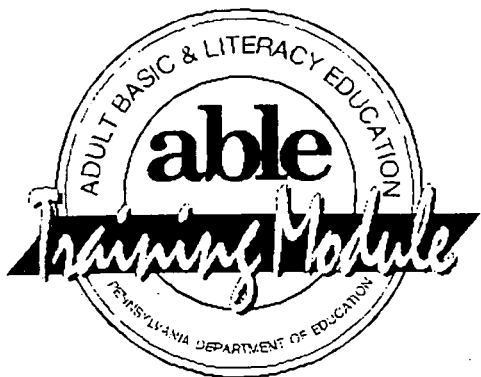
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Bridges to Practice:

The Planning Process & The Teaching/Learning Process

Training Module for Practitioners

Approximately 11 hours of training

Contents of the Bridges to Practice Module include:

- Eight Standards of Planning for Instruction
- Selecting Instructional Materials
- Reports Cards on Instructional Materials
- Characteristics of LD-Appropriate Instruction
- Application of LD-Appropriate Instruction
- Planning for Systemic Change

THIS MODULE PRESENTS USEFUL, CONCRETE TOOLS for adults with learning disabilities and differences. The module will increase practitioners' understanding of adults with learning disabilities—their strengths and challenges—and will help practitioners 1) collaborate with learners to set goals and 2) construct learning partnerships with adults.

The module gives guidance in instructional approaches, effective instructional adaptations, and appropriate accommodations. The first part of the training covers the instructional components of planning and curriculum selection and provides a bibliography of research-based resources. Reviews of a number of standard adult basic education materials and their appropriateness for adults with learning disabilities and differences are included. The second part of the training presents principles of LD-appropriate instruction. Among the concepts presented are: creating an appropriate learning environment, making instructional adaptations and accommodations, frameworks of LD-appropriate instruction, and instructional procedures for teaching “learning strategies” to LD adults.

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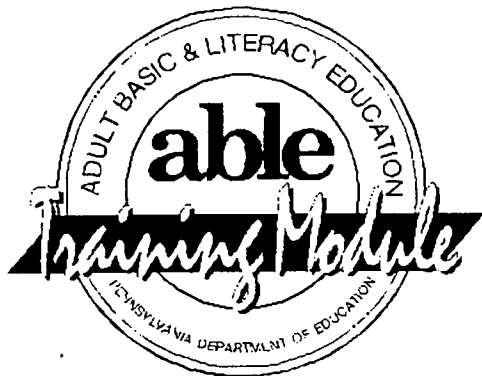
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Communicative ESL

Training Module for Practitioners

12 hours of training

Contents of the Communicative ESL Module include:

- Language Learning
Discussion and Debrief
- Structural and
Communicative Language
Teaching
- Communicative
Competence
- Assessing Communication
Needs
- Communicative Lesson
Planning
- Communicative ESL
Techniques
- Presentation of Participant
Lessons and Feedback
- Activities for Developing
Communicative Competence

THIS MODULE INTRODUCES THE CONCEPT of structural versus communicative approaches to language teaching, and focuses on how communicative approaches can enhance instruction. It begins by emphasizing the importance of needs assessment with ESL students, and provides some approaches for conducting student needs assessments. It explains how the results of needs assessments can be used to choose appropriate instructional methods and techniques. Participants develop and teach an ESL lesson based on their students' communication needs, then share the lesson with other training participants and modify it based on self-evaluation and peer feedback.

The training is appropriate for ESL practitioners who have limited formal training in teaching ESL. It can be delivered in one six-hour day or split into two sessions. In the two-session format, there is a two- to three-week interval between sessions to allow participants time to apply concepts learned in the training and reflect on classroom practices. Participants attend both sessions. Prior to and between sessions, participants complete assignments that introduce and reinforce concepts covered in the training.

Follow-up support to training participants is available from trainers.

Contact your regional Professional Development Center to schedule training:

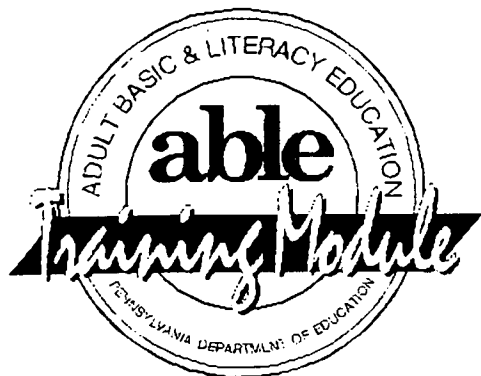
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ESL Assessment

Training Module for Practitioners

1.5 Hours of Training

Contents of the ESL Assessment Module include:

- Dimensions of ESL Instruction
- Analyzing ESL Assessment Needs and Practices
- Participant Sharing—Currently Used Assessment Tools and Procedures
- ESL Assessment Resources

THIS ONE-SESSION TRAINING is intended as an add-on piece to the Assessment for Adult Learners training module. It assumes that participants are familiar with the content of the assessment module training. The training helps participants look at their instructional focus and reasons for assessment to identify the areas of ESL assessment practices in which they are stronger and weaker. The training provides an opportunity for participants to share information about assessment tools and procedures they are using. It also provides information on resources related to ESL assessments and issues.

The training is appropriate for all practitioners involved with ESL assessment. It consists of one 90-minute session. Follow-up support to training participants is available from trainers.

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How Adults Read: Teaching Reading Comprehension

Training Module for Practitioners

12 Hours of Training

Contents of the How Adults Read Module include:

- Reading Comprehension Theory
- Reading Comprehension and Adult Readers
- Activities to Foster a Positive Reading Environment
- The Structure of the Reading Comprehension Lesson
- A Theme-based Approach to Reading and Learning
- Assessing Reading Comprehension
- Assessing Reading Materials

THIS MODULE COVERS BASIC THEORETICAL CONCEPTS related to reading comprehension along with ideas, strategies, and techniques for teaching reading comprehension. It begins with an introduction to the elements of the reading process and the factors involved in reading comprehension, and covers the unique aspects of reading comprehension and adult readers. It outlines a strategy for reading comprehension lessons, including pre-reading instruction, guiding general comprehension and reading to learn, and assessing comprehension. It emphasizes a theme-based approach to instruction. Participants apply concepts learned in the training in a group project that focuses on a theme-based comprehension lesson.

The training is for those who teach reading comprehension to students at the ABE or GED level but who do not have formal training as reading specialists. The focus is on students' reading improvement for continuing education, job training, or GED preparation. Much of this training would be covered in a graduate-level course in developmental reading. It consists of six two-hour units. Participants attend all six units. Two possible schedules are suggested: completing one unit on each of six days or completing Units 1, 2, and 3 on one day and Units 4, 5, and 6 on a second day. A break of approximately two weeks between Units 3 and 4 allows participants to read an assignment upon which the group project is based.

Additional hours may be scheduled to allow for group work time. Follow-up support to training participants is available from trainers.

Designed to accommodate no more than 30 participants.

Contact your regional Professional Development Center to schedule training:

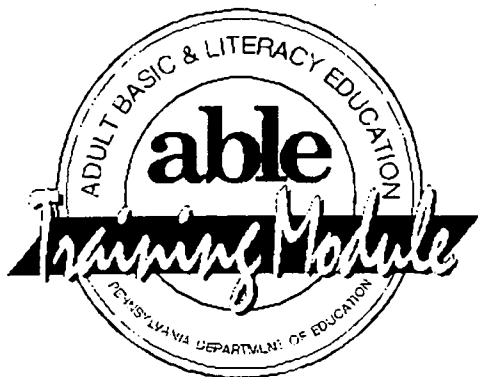
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Math as Problem Solving

Training Module for Practitioners

10 hours of training

Contents of the Math as Problem Solving Module include:

- Teacher Attitudes Toward Math Education
- Problem Solving in the Classroom
- Calculator Demonstration
- Problem Exchange Activity
- NCTM Standards
- Developing and Sharing Math Lessons
- Manipulation
- Using Technology to Enhance Instruction

PARTICIPANTS IN THE MATH AS PROBLEM SOLVING MODULE will discover ways to put an equal sign between “doing math” and “making sense.” Group activities, all of which can be adapted to the classroom, reflect real-world situations and enable learners to develop concepts and understanding, use strategies and computations in meaningful context, break dependence on memorized rules, and find the value of diverse approaches. Participants will connect the goals of adult basic math education with recently adopted National Council of Teachers of Mathematics (NCTM) standards, share hands-on activities that recognize and use problem-solving strategies, create math lessons using innovative strategies, and use manipulation and technology to ground and enhance instruction.

The training is appropriate for all adult basic and literacy educators. It consists of two, approximately five-hour sessions (not including lunch).

The two sessions are separated by a three-week interval. Participants attend both sessions. Prior to the start of training and between sessions, participants complete readings and assignments that introduce or enhance topics covered in the sessions. Follow-up support to training participants is available from trainers.

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Appendix B

Agenda for Lead Trainer Meeting

**Module Project Lead Trainers
Meeting/Conference Call
Wednesday, April 12, 2000
2:30 – 3:30 p.m.**

The purpose of the meeting is to discuss the Lead Trainer Agreement and "how things are going." The Lead Trainer Agreement for 1999-2000 includes the list of responsibilities below. Our discussion will address:

- what have you accomplished?
- what haven't you done?
- what still needs to be done? (support to trainers, module content revisions)
- what direction/support do you need from project staff?
- the future of the project

As Lead Trainer for the Training Module project I agree to:

- o learn the content of the module so that I can train others to utilize it.
- o communicate with module developers or module training project personnel on questions concerning content and delivery.
- o maintain integrity of the module in use as trainer and in training others.
- o maintain security of training materials.
- o assist in promotion of modules and recruitment of participants; review module flyer for accuracy in content.
- o train other trainers to use the module.
- o serve as module trainer for local PDC; provide training as requested.
- o oversee trainers trained and assure their compliance with "Trainer's Responsibilities" (as per Train-the-Trainer handouts)
- o provide technical assistance to trainers trained via phone, email and/or on-site visits as needed
- o act as liaison between "Train the Trainer" project and trainers:
 - 1) observe 2-3 training sessions per year as agreed upon with project staff;
 - 2) provide feedback from fall '99 observations to assist project staff in the development of a) "Presentation Skills" training and b) development of criteria for future observations.

Appendix C

Bridges to Practice Facilitators' Notes

Facilitators' Notes for Bridges to Practice: *The Planning Process*

I. Overview of Session

45 min.

Materials

Activities

Welcome participants to the Session and conduct an opening activity. Refer to Handout: "Facilitators' Notes for Session 1 "Appropriate Opening Activities." (30 min.)

A. Relationship to Needs Assessment

T-A

After introductions, show T-A, "Needs Assessment Questions."

Ask participants to review the 3 questions and to reflect on how they responded to them on their Literacy Program Needs Assessment, which they were asked to bring with them. Tell them these are key indicators for this Session and for the success of teaching adults with learning differences, difficulties and disabilities.

T-A2

Use T-A2 to explain use of the terms "learning differences," "learning difficulties" and "learning disabilities" in Pennsylvania based on the work of Dr. Richard Cooper.

T-A3

Compile a brief summary of the Needs Assessment responses to the first 3 questions using T-A3.

B. Overview, Objectives, Agenda

T-B; T-C; T-D
H-1; H-2

Next, provide a quick overview of this Session, including *Bridges to Practice* transparency (T-B) with *Guidebook 3* shaded (refer participants to page 1 of *Guidebook 3*). Call attention to the fact that the content of *Guidebook 3* is also reflected in the objectives and agenda of this session. Show T-C "Session 3 Objectives" (refer participants to H-1) and then refer them to H-2 ("Session 3 Agenda") and show T-D, "Agenda."

H-3, T-E

C. Graphic Organizer

Have participants turn to H-3 and show T-E (blank graphic organizer for *Guidebook 3*).

Materials	Activities
------------------	-------------------

Explain that graphic organizers for each guidebook have been designed to illustrate an information-processing model that helps adults with LD who has difficulty in processing information in a linear fashion. The graphic organizer or graphic map helps those who need to organize information in a different way.

H-3b, T-E2	Show the completed graphic organizer to participants (T-E2) to illustrate the process (refer participants to H-3b).
------------	---

Note: A complete set of graphic organizers for each guidebook can be found in Appendix C of Guidebook 5.

Mention to participants that this session will include information and exercises on many of the topics listed on the graphic organizer. Those not illustrated because of time constraints can be read on their own as needed.

Materials	Activities
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D. Model of Adult Literacy Program Services and Systemic Change

T-F	Show transparency T-F, "Model of Adult Literacy Program Services." Point out where you are on this model (planning). State that the emphasis of this session will be on working with adult learners to plan instruction that will meet their needs.
-----	---

Note that "Intake interview and placement testing" information comes out of your agency's assessment process—which all agencies should now be doing. Every agency must now have a person on staff that has attended the Assessment Module training.

T-Go	Tell participants that at the end of this session they will work (in teams if they came with others from their agency) on a plan for change about how instruction for adults with learning differences and disabilities is planned in their agency. They will respond to the following three indicators:
------	--

Individual educational plans (IEP's) are collaboratively developed with adults and are based on assessment information and the learner's goals.

Appropriate curricular options for adults with learning differences and disabilities are used to implement IEP's.

Instructional plans lead to instructional activities that are sensitive to the information-processing characteristics and needs of adults with learning differences and disabilities.

Tell participants that this overview was designed to help them focus on the importance of the activities that will be provided in this Session.

II. Planning for Instruction: Summary Profiles

60 min.

Materials

Activities

Form teams of 4. Tell participants that the scenarios of Alex and Delia (pp. 9., 22, 24, 25, 28, 30, 36-38) will be used to guide them through the process of planning for instruction. They should have read the related chapter content (pages 5-28) as well as the scenarios themselves before they conduct the following activities.

Materials

T-H1, 2
H-5a, b

Activities

All participants should read the scenarios for *both* Alex and Delia. Within each team of 4, however, 2 members will be responsible for completing H-5a and b for Alex, and 2 members will complete H-5a and b for Delia.

Participants should now turn to H-5a and b.

Show T-H1 & 2, the blank forms of H-5a and b. Tell them they will want to review the Scenarios in *Guidebooks* 1 and 2 as they complete H-5a and b. Any questions, confusion, or changes should be noted in the space provided at the end of each form.

As you show T-H2, you will want to make sure everyone understands “goals and objectives.” The “goal” is the reason the learner is in your program and it is likely to be a long-term one. “Objectives” break that goal into smaller pieces that are attainable and measurable.

For example, a goal may be “learning to read.” For an adult with learning difficulties, the immediate short-term objective may be as small as learning the short and long sounds for the letter “a.” Thus, the objective might be stated: The learner is able to accurately reproduce the short sound of “a” when it is encountered in a word like “mat.”

Note: Pairs do not have to accept the decisions made in the scenarios by the tutors and Alex and Delia. They may change them or add to them as long as they have justification for the changes or additions.

As the pairs within each team complete H-5 a and b, they should share with the other pair their findings, so that each team of 4 is informed about decisions for both Alex and Delia.

Next, ask only one team to report on Alex. Invite other teams to present differences from their profiles, if any.

(Note: Teams may elect to change their summaries or keep them as originally developed.)

Follow the same procedure for Delia. All participants should now feel comfortable with the developed profiles for both Alex and Delia.

T-I To summarize the team reports, show T-I, "Cycle for Assessment and Instruction" (through step 5)

BREAK* 15 min.

**(Note: Breaks can be taken at any appropriate time.)*

III. Planning for Instruction: Creating an Instructional Plan

60 min.

Materials

Activities

Announce that the next task is to develop instructional plans.

T-J Show T-J, "Cycle for Assessment and Instruction" (through step 6) and inform teams they will now work on constructing instructional plans for Alex and Delia.

T-K Use T-K to review the "S-M-A-R" steps of the SMARTER instructional planning process (refer participants to pages 31-36 of *Guidebook 3*). Share examples if appropriate.

H-6, T-K
Transparencies
Pens At this point, teams should return to their original configurations: 2 members working with Alex and 2 members working with Delia, and complete transparencies of H-6, one transparency per pair.

(Show T-K again as an illustration of the blank H-6.) Remind teams that they may change or add to any arrangements made by the tutors and learners and to note the reason for any changes. At the conclusion of this process, team members will follow the same procedures as used with the earlier worksheets: Share first as team, then select a team to report their findings to the whole group on Alex and a different team report on Delia. Any changes or additions should also be explained and justified. Allow other teams to make changes or to keep their plans as originally designed.

Note: If there are at least 4 teams of 4, then 4 different teams should be asked to report out. Collect H-6 transparencies for use in next Session.

LUNCH

IV. Selecting Instructional Materials

90 min.

Materials

H-7a,b,c,d
T-L1,2,3,4
T-M

Activities

A. Eight Standards (15 min.)

Have participants turn to H-7a,b,c,d and show T-L1, 2,3,4, a blank report card on Instructional Materials. Ask them to look at Column 1, "Standards." Show T-M "Standards for Selecting Instructional Materials." Point out that the 8 standards are used to evaluate all materials and that Column 2 of the report card, "Look For," suggests specific items that would identify quality materials.

Note: It is probably a good idea to briefly walk participants through the report card (H-7 a, b, c, d and T-L 1,2,3,4). First, make sure everyone understands the faceplate instructions at the top of the Report Card. Next, quickly walk through the 8 standards. Tell participants that you may revisit these report cards during the next Session.

Tell participants they will be using the blank report card to evaluate a specific material for its appropriateness for use with adults with learning disabilities or possible LD, and especially for Alex and Delia.

B. Report Cards (75 min.)

Groups should continue in the same teams of 4. The entire team will be asked to complete a report card for a specific material such as *Starting Over* by

Joan Knight (Educators' Publishing Services). Distribute 1 or 2 copies of *Starting Over* or other material to each team of 4.

Note: The advantage of using one of the report card materials such as Starting Over is that their results can be compared with the one in Appendix B.

H-7a,b,c,d
T-L 1,2,3,4
Transparencies
Pens

Each team will need at least 2 copies of the blank report card (H-7a,b,c,d) plus a transparency of the blank report card (T-L 1,2,3,4). Tell each team to use as a work sheet and then to put finished results on the transparency.

Materials

Activities

After completing the report card, teams will report back on the appropriateness of the text for adults with LD. Ask one team to report (using the completed transparency) and invite others to make additions or suggestions using their own transparencies as illustrations. (Collect all completed transparencies after the feedback sessions.)

Other options for conducting this activity include:

- Evaluate materials in triads. One person has the book, one has the standards and one has the report card.
- During response, ask only one group to put the results on transparencies. As they report, other groups can report their differences as well as cite the source of information, so it can be located again.

H-5c, T-H3

Once the text has been evaluated on the 8 criteria by the teams of 4, the Alex and Delia pairs will look again at *Starting Over* to see if it would be appropriate for either of these learners. Ask all participants to review *Guidebook 3*, pp. 41-42, to decide if they would suggest any specific adaptations for Alex or Delia, and to fill out H-5c.

Then ask one person to report on the relevance of *Starting Over* for Alex, including suggested adaptations. General discussion should follow. The same pattern is then followed for Delia.

At this point, if *Starting Over* is used, call attention to the already completed report cards in Appendix

B, *Guidebook 3*, pp. 165-168, and note that the one they have completed is one of those, should they wish to compare their findings with those of the *Guidebook 3* authors.

Note: No discussion is recommended for this comparison. Teams can decide on their own whether they missed any items noted by the Guidebook authors.

T-N

In summary, review the steps on T-N "Steps for Applying Standards to Instructional Materials," and ask if there are any questions on the process of applying standards to the selection of instructional materials.

BREAK 15 min.*

V. Planning for System Change: Site Team Worksheet **60 min.**

Materials

H-8
Video

Activities

A. The Video, Bridges to Systemic Reform (15 min.)

Tell participants that they will now see a video related to systemic program change and adults with learning disabilities. Ask participants to review Video Focus Worksheet (H-8), to listen especially for the **steps in systemic reform**, and to answer, for themselves, the four questions on the worksheet. Show the video.

H-4a, b, c
T-A

B. Site Team Worksheet (45 min.)

As a final activity for *Guidebook 3*, participants should be grouped into site-teams (if staff from the same agency attend), or grouped with people who work in a similar kind of agency, and invited to plan for systemic change at home. Use H-4a, b, and c, copies of the systemic change worksheet, as the starting point for discussion. The questions for them to consider are those previewed at the beginning of this session (show T-A again):

1. Are individual education plans (IEP's) collaboratively developed with adults and based on assessment information and the learner's goals?
2. Are appropriate curricular options for adults with learning differences and disabilities used to implement IEP's?
3. Do instructional plans lead to instructional activities that are sensitive to the information-processing

characteristics and needs of adults with learning differences and disabilities?

VI. Wrap-Up for Session 3

15 min.

T-O

Summarize what has been accomplished during this session (Show T-O, “Cycle of Assessment” through step 7) and describe what is projected in the next session: “The Teaching/Learning Process.”

Note: If time permits, this would be a good juncture to solicit some feedback from agencies on the general direction of change and some of their specific plans. Sites may be able to build on the changes planned by others.

Handout and collect “Training Session #1 Evaluation Form.”

Hand out *Guidebook 4*.

Assignment: Read pages 5-26 and 41-49 in *Guidebook 4*.

Facilitators' Notes for Bridges to Practice: *The Teaching/Learning Process*

I. Overview of Session 4

30 min.

Materials

Activities

Welcome participants to Session 4. If there are new or different participants, some form of brief introductions should be provided.

Note: It is assumed that this session is following The Planning Process Session. If this is not the case, you may want to refer to Session 1 for appropriate opening activities.

A. Relationship to Needs Assessment

T-A

After any necessary introductions, show T-A:

- 1) Is the integrity of curriculum options and materials maintained during instructional activities?
- 2) Does the instructional environment address the needs of adults with learning differences and disabilities while promoting learner independence?
- 3) Do the principles of LD-appropriate instruction drive instructional interactions with adults with learning differences and disabilities?
- 4) Are models of LD-appropriate instruction used to guide and evaluate teaching activities?
- 5) Are instructional sessions structured around the goals of teaching, reviewing, and planning?

Ask participants to review these questions and to recall how they responded to them on their Literacy Program Needs Assessment. Tell them these are key indicators for this Session and to the success of teaching adults with learning differences and disabilities.

T-A2

Compile a brief summary of the Needs Assessment responses to questions #4-#8 using T-A2.

Materials Activities

B. Overview, Objectives, Agenda

T-B;T-C;T-D Next, provide a quick overview of this Session, including
H-1; H-2 *Bridges to Practice* Transparency (T-B) with *Guidebook 4*
shaded. Call attention to the fact that the content of
Guidebook 4 is also reflected in the objectives and agenda
of this session. Show T-C, "Session 4 Objectives" (refer
participants to H-1). Explain the difference between
"accommodation" and "adaptation" (see page 11-12,
Guidebook 4). Then refer them H-2 (Session 4 Agenda)
and show T-D, Agenda.

C. Graphic Organizer

T- D2, H-2b Have participants turn to H-2b and show T-D2 (completed
graphic organizer for *Guidebook 4*).

Remind participants that graphic organizers for each
guidebook have been designed to illustrate an information
processing model that helps adults with LD who have
difficulty in processing information in a linear fashion. The
graphic organizer or graphic map helps those who need to
organize information in a different way.

*Note: A complete set of graphic organizers for each
guidebook can be found in Appendix C of Guidebook 5.*

D. Model of Adult Literacy Program Services and Systemic Change

T-E Follow the above series of overheads and transparencies
with T-E, "Model of Adult Literacy Programs Services."
State that the emphasis of this session will be on *teaching*
adults with LD.

T-Fo Tell participants that at the end of this session they will
work (in teams if they came with others from their agency)
on the final section of a plan for change about how
instruction for adults with learning differences and
disabilities is implemented in their agency. They will
respond to the following indicators:

1) Is the integrity of curriculum options and materials
maintained during instructional activities?

2) Does the instructional environment address the
needs of adults with learning differences and disabilities
while promoting learner independence?

3) Do the principles of LD-appropriate instruction drive instructional interactions with adults with learning differences and disabilities?

4) Are models of LD-appropriate instruction used to guide and evaluate teaching activities?

5) Are instructional sessions structured around the goals of teaching, reviewing, and planning?

Tell participants that this overview was designed to help them focus on the importance of the activities that will be provided in this Session.

II. Characteristics of LD-Appropriate Instruction

45 min.

Materials Activities

Participants should have read the "Characteristics of LD-Appropriate Instruction" in Guidebook 4 (pp. 41-49) as part of homework. (If not, allow 10-15 minutes to read these pages.) Tell them that these characteristics should be present in all of the activities for this session.

H-4 Have participants turn to H-4 and show T-G,
T-G "Characteristics of LD-Appropriate Instruction."

Introduce "What makes effective instruction for individuals with learning differences and disabilities" by reviewing each of the 12 characteristics in the large group. These characteristics represent the foundation for the demonstrations and lesson planning that follow, and time should be spent on this activity, as needed

Chart *Note: Prior to the training, make a large chart with*
Post-its *each of the 12 characteristics of LD Appropriate Instruction listed. Make sure there is a column large enough next to the characteristics for participants to put "post-its" in the appropriate boxes. Have narrow post-its available.*

Ask participants to remember a time when they learned something very well, like playing a musical instrument, driving a car, playing a sport, or learning some type of information they use all the time such as a telephone number. Ask them to take a few minutes and write down what they remember about learning the skill and what helped them learn

it. Refer to the 12 characteristics of LD Appropriate Instruction (pp. 41-49).

Ask each participant to place a post-it note on the attribute or attributes that they had used when learning that skill. Conduct a large group discussion of the characteristics, allowing volunteers to explain briefly what each characteristic represents.

Tell the group that effective instruction for individuals with learning differences is much like effective instruction for any individual. The instruction should be focused and sustained and contain many, if not all, of the attributes that helped them to be successful learners. The difference between non-LD and LD learners is that for many LD learners, unless instruction is structured, well-planned and delivered carefully, they will not learn.

BREAK (15 min.)

III. Application of Characteristics of LD-Appropriate Instruction to Alex/Delia Case Studies *45 min.*

Materials	Activities
------------------	-------------------

	Participants should be divided into their "Alex and Delia" teams for this activity, which is designed for them to apply the information just reviewed to the Alex and Delia case studies.
--	---

H-5 Case studies, Appendix D	Half of team (2 or 3 members) is asked to review the Delia case study; the other half is asked to review Alex. Each sub-team is then asked to complete H-5 and report to the entire team. Trainer may add a third question of her/his choice to H-5.
------------------------------------	--

Participants should refer to the complete case studies in Appendix D that were mailed to them prior to the training.

This process will require the teams to discover if they recall the main points reported and to see how these are applied to a simulated case study. They may decide, for example, that additional adaptations or accommodations are in order or that some important principles of LD instruction are not included. This intermediate step is intended to help

Materials Activities

prepare team members for designing their own lesson plan in a later activity.

If time permits, it would be helpful to learn if different teams made different changes and the reasons for those. Therefore, it is suggested that one team be selected to report on Delia and a different team on Alex. Then allow the whole group to respond to those suggestions.

This process should also allow facilitators to clarify issues, so that all participants move forward with a common understanding.

IV. Demonstration of Instructional Strategies

45 min.

Materials Activities

Have participants turn to *Guidebook 4* (pp. 21-26) "Direct Instruction" and "Information Processing."
(Participants should have read this section as part of homework. If not, allow 5-10 minutes for this reading).

Tell participants that *Guidebook 4* discusses two frameworks of LD-appropriate instruction. The "Direct Instruction" model offers a structure to teach basic skills as well as more advanced skills and is well supported by both cognitive and behavioral learning principles. "Information processing" also is a theory of learning, based on cognitive psychology, that helps us understand some of the problems an individual with LD may have with learning. In today's training a facilitator will demonstrate the "Direct Instruction" model using a lesson that also follows the S-M-A-R-T-E-R" instructional planning process.

Note: The facilitator who demonstrates this lesson should be thoroughly conversant with the process and able to answer questions following the demonstration.

Description of a sample lesson:

T-H1, H-6a

Fill in the following information on T-H1 as you explain the "S-M-A-R" part of the lesson. Refer participants to H-6a.

Shape critical question(s):

How do I decide if I put a “?” “.” or “!” at the end of a sentence?

Map critical content:

Analyze for learning difficulties:

Instructor would choose the appropriate one.

Reach instructional decisions:

- review period and question mark
- list emotions and discuss
- give examples of verbal sentences showing strong emotions
- write sentences showing strong emotions
- use cards to practice correct ending marks
- pairs write sentences showing strong emotion

Teach effectively:

T-D2

Show where “Direct Instruction” is on the graphic organizer, T-D2, and make the following points:

- DI is based on pre-instructional tasks, such as developing clear objectives and conducting a task analysis of the information to be presented;
- DI has 4 essential phases with teacher controlling the instruction.

H-6b,c

Refer participants to H-6b and c and do the Direct Instruction lesson going through the four phases:

Phase One – Provide Direction, Establish Expectations and Introduce the Skill

- make sure learner understands purpose of session and information to be learned
- make connections with previously learned skills

Phase Two – Introduce the Model

- crucial to learners and rarely used
- would work for most ABE learners but especially necessary for LD learners
- present information both visually and verbally

Phase Three – Guided Practice with Feedback

- do together (teacher often skips this step)
- some say feedback is most important task in direct instruction so that you know the learner is not doing the task incorrectly
- feedback needs to be specific and immediate
- maintain this phase until learner demonstrates he can do task correctly

Phase Four – Independent Practice and Generalization

- learner completes task without instructor; could be homework
- identify where skill might be applied in real life; ask the learner “where can you use this?”

Evaluate mastery

The “E” asks us to evaluate mastery of the intended objectives. Look at two levels:

- Declarative: can learner tell you the different uses?
- Procedural: can learner apply the different punctuation marks appropriately?

Revisit outcomes and plans

Based on learner performance, ask the question, “Do we go on?” If not, give more guided practice and offer different accommodations.

Following the demonstration, the facilitator should elicit questions from the group and ask questions of his or her own. For example, questions might be explored such as:

- What learner manifestations send cues that the demonstrated model might be an appropriate approach?
- What content lends itself best to this model?
- Does this model fit best in any particular sequence of strategies?

- Are there guidelines for when this model should be used? Are they interchangeable?

The facilitator may want to close with a brief (5-10 minutes) summary presentation to ensure the model is fully understood.

LUNCH (60 min.)

V. Application of Instructional Strategies

60 min.

Materials

H-6 a,b
T-H1,2
Pens
Transparencies

Activities

Ask participants to reconvene in the groups of 4 who developed “S-M-A-R” steps for Alex or Delia at the first Session . Turn to H-6 a and b. Show T-H1 again. Return each group’s “S-M-A-R” steps from Session 1. Give each group a blank transparency and 2 transparency pens. Show T-H2. Ask them to write their completed lessons on the transparencies so they can be shared with the whole group.

Participants are asked to complete a lesson using the SMARTER model (H-6a and b). Groups should incorporate in their lessons the Characteristics of LD-Appropriate Instruction and other readings above. Show examples.

The topic for the lesson is the topic each group selected in the “S-M-A-R” activity in Session 1. An advantage of having them use the same topic is the ability to compare results.

Following the completion of their lessons, randomly select a couple of teams to present their lessons. (Ask additional teams to report any significant approaches from the first ones presented.)

The facilitator should next summarize the results of the exercise in general, pointing out strengths and areas that may be deserving of further attention.

VI. Planning for Systemic Change: Site Team Worksheet

45 min.

Materials

H-3a,b,c,d
T-F1,2,3,4

Activities

Because this is the session to plan for changes in implementing instruction based on *Bridges to Practice*, it may take longer to complete the ongoing plans for systemic change (H-3 and T-F).

Adding plans for instructional change is a crucial piece in the overall plan for systemic change.

The teams will probably need a full *45 minutes* to complete their planning and prepare for a report to the whole group on those plans. Encourage teams to use transparencies or other devices to make their reports interesting.

BREAK (15 min.)

VII. Feedback from Teams on Plans for Systemic Change

45 min.

Each team should be allotted *5-10 minutes* for their reports including what they would like to accomplish in their agencies.

VIII. Summary, Evaluation, and Wrap-Up

15 min.

Materials

T-J

Activities

Show the transparency (T-J) on the 5-book Sequence of Bridges to Practice and briefly summarize for the whole group what has been accomplished during these sessions as well as expectations that teams have set for themselves.

Review any housekeeping tasks such as availability of *Bridges* and additional professional development. Thank the participants for their sincerity and dedication and hand out evaluation forms. Announce that those forms will be collected in exchange for some small token (your choice).

Note: Although it is not necessary to do so, exchanging something of value for the evaluation forms increases the chance that all participants will complete the evaluation process.

Total time for Session 4:

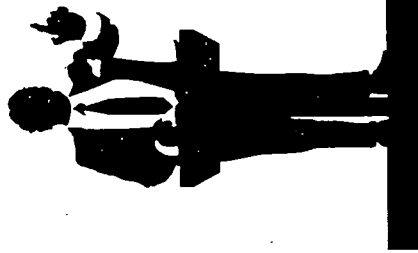
5 hours 30 minutes

Appendix D

Presentation Skills Flyer/Registration Form

Excel as a Trainer!

Come to a workshop on "Presentation Skills"



Who should attend?

- Module Trainers
- EQUAL Trainers
- Technology Trainers
- Trainers for any ABE-funded project

Why attend?

- Increase your comfort level in front of a group
- Recharge your battery of trainer skills
- Learn from your peers
- In the spirit of continuous improvement, continually improve your presentation skills!

Two locations to choose from: (Please check one)

☐ March 28-29, 2000 ☐ April 3-4, 2000

Sheraton Inn

Holiday Inn at Grantville

Pittsburgh North

Harrisburg

Mail: TIU Adult Ed & Job Training Center Attn: Durke Swartz

6395 SR 103 North, Bldg. 58
Lewistown, PA 17044

Fax: 717-248-8610, Attn: Durke Swartz

Registration begins at 9:00 am on day 1
Workshop ends at 3:00pm on day 2

Note: the cost of travel to and from the event is your responsibility.
Questions: Call or Email Dehra Shafer, 717-248-4942 or trn3@aejtc.org

Registration Information
Name:
Position:
Agency:
PDC:
Address:
Phone:
Email:
I am a trainer for the following module(s):
I am a trainer for the following EQUAL strand:
I am a trainer for the following project(s):
Two lunches, one dinner, one breakfast and one night's lodging are included as part of the training. ___ I will stay for dinner ___ I will stay overnight.

Appendix E

Materials from Presentation Skills Training

Presentation Skills Training

Sheraton Pittsburgh North
March 28 - 29

Holiday Inn Grantville
April 3 - 4

Trainer
Suzanne M. Fisher

Agenda

Day #1

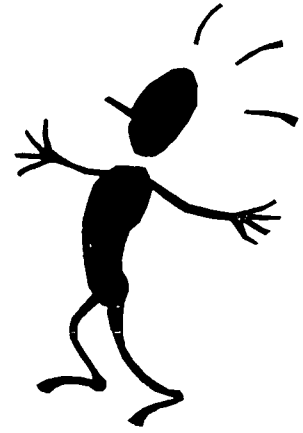
- Get Acquainted
- Rationale
- Self-Assessment
- Eye Contact
- Visual Aids
- Posture and Movement

Day #2

- Create your Opening/Know your Audience
- Establish Credibility
- Too Much Information

- Responding to Participants/Questioning
- Put it all Together
- Evaluation

Who is it?



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Guidelines for Practice

When completed, keep quiet

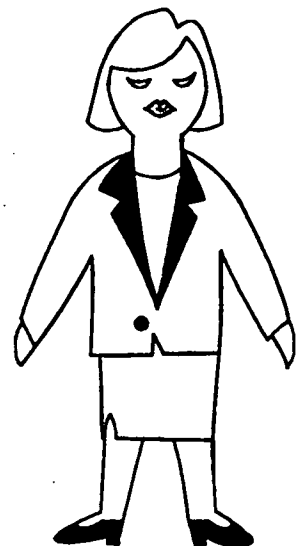
- Tendency for many people once practice is complete is to rationalize, make excuses, etc.
- Leave egos outside of room
- Once complete, be quiet, now coaches turn

Listen to Coach

- May not agree with coaching suggestions
- Listen from their perspective
- Opportunities for improvement

Do Repetitions

- As in any skill: sports, music, theater
- To get better, practice in a repetitive manner



Guidelines for Coaching

Tell person practicing what you believe he or she did well

- Say first so you don't forget
- Be specific: if you liked how a person inflected his voice on certain words, say so
- Do not assume anything
- Nothing too mundane or trite
- Everything counts

Tell person practicing what could use improvement

- Give honest insight
- Think about what might make practice better from your perspective
- Coaches are so concerned about possibly hurting someone's feeling, say – everything was fine
- Everyone one of us can improve!!
- Give suggestions as appropriate
- Suggestions must be specific
- Coaches should not allow practice to go more than 2-3 minutes
- Time for repetition to implement suggestions

How Observant are you?



1.

2.

3.

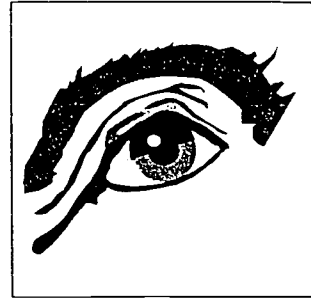
4.

5.

6.

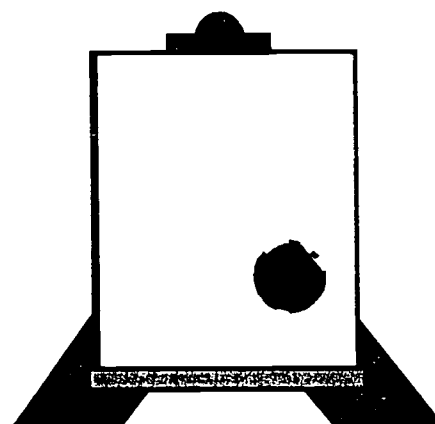
7.

Eye Contact



- As you talk, look participants in the eyes
- Avoid ping-pong effect
- Don't look at the same two or three people
- Watch visual obsession with one side of the room
- Gauge if people are listening
- Source of feedback
- Manage visual aids while maintaining eye contact

Flip Chart



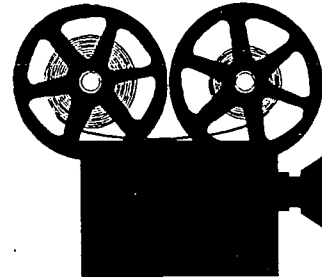
Posture

- Do not talk to the flip chart
- TTT (touch, turn, talk)
- Chop
- Ensure all can see

Recording

- Print
- Use bullets
- Words - dark colors
- Highlighting - red or orange
- Two colors
- Prepared sheets, blank underneath
- Mark pages
- Don't limit action to self

Overhead Projector



- Repeat
 - Don't talk to screen or projector
 - TTT
 - Ensure all participants can see

- Make all necessary adjustments prior to training
- Learn to turn off projector after each transparency
- Leave lights on
- Don't show everything at once
- Clear visuals
- Use pen or pointer, not finger

Posture and Movement

- Alert to your own non-verbals immediately prior to training
- Adopt comfortable stance
 - Weight evenly balanced
 - Erect
 - Forward leaning viewed as a challenge
 - Arms crossed viewed as threatening or negative
 - Side slouch viewed as overly casual
- Minimize barriers between participants and yourself
- Controlled movement can add to impression of assurance
- What to do with hands
 - Pockets
 - Fig leaf
 - Drill team
- Gestures
 - Natural
 - Adds emphasis
 - Avoid abrupt movements



Response Sheet

What stands out?

What do I still wonder about?



Create your Opening

Know your Audience



- What has been important for you to know about your participants prior to the training?

- Help set Expectations - answer these questions
 - Why are we here?
 - Why is this training important?
 - What's in it for me?
 - How can I use this information?
 - What will I get out of it?

The Importance of Questions



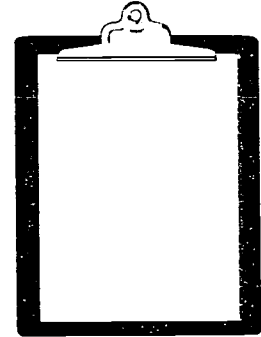
- Pause long enough for response
- Assume they *do* have questions
- Replace “Do you have any questions?”
With....
- “What questions do you have?”
- Employ the 25% - 75% rule

More to Remember about Questions...



- View the questions as an opportunity to reinforce your major points.
- Repeat or rephrase questions so all can hear
- Listen to the intent of the message
- Listen to the entire question before responding.
- Direct your answer to entire group
- Rely on brevity
- Admit when you don't know answer. Find out and get back.

Personal Plan of Action



- The areas I will work to improve are:

- I will review my progress by the following date:

Some pointers for effective classroom techniques are:

- No not put both hands in your pockets for long periods of time. This tends to make you look unprofessional. It is OK to put one hand in a pocket but ensure there is no loose change or keys to jingle around. This will distract the learners.
- Do not wave a pointer around in the air like a wild knight brandishing a sword to slay a dragon. Use the pointer for what it is intended and then put it down.
- Do not lean on the lectern for long periods. The learners will begin to wonder when you are going to fall over.
- Speak to the class...NOT the training device. The learners' faces will provide the clues as to whether or not the training aid is effective.
- The class is your friend...they *want* you to succeed! Your success will ensure their success!
- Speak clearly and loudly enough for all to hear. Do not speak in a monotone voice. Use inflection to emphasize your teaching points.
- Use colored backgrounds on overhead transparencies and slides (such as yellow) as the bright white light can be harsh on the eyes. This will quickly cause your learners to tire. If all of your transparencies or slides have clear backgrounds, then tape one blank yellow one on the projector lens. For slides, use a rubber band to hold a piece of colored cellophane over the projector lens.
- Learn the name of each student as quickly as possible and use the learner's name in class. Based upon the atmosphere you want to create, call learners by their first names or call learners by using Mr., Mrs., Miss, Ms.
- Tell the learners by what name and title you prefer to be called.
- At the end of each class period, ask one learner to stay for a short chat...compliment him on something, tell her you missed her if she was absent, etc.
- Instead of returning tests in class, ask learners to stop by your office to pick them up. This presents an opportunity to talk informally with them.
- Conduct a personal interview with all learners sometime during the class.
- Listen intently to learners comments and opinions. By using a *lateral thinking technique* (adding to ideas rather than dismissing them), learners feel that their ideas, comments, and opinions are worthwhile.
- Give your telephone number to learners and the location of your office.
- At the first class meeting, pair up the learners and have them get acquainted with one another (about 5 to 10 minutes). Try to pair learners who do not know each other. Then have each pair of learners introduce the other to the class. This will help them to bond.
- Circulate around the class as you talk or ask questions. This movement creates a physical closeness to the learners.
- List and discuss your course objectives on the first day. Let the learners know how your course can fit in with their personal or career goals. Discuss some of the fears and apprehensions that both you and the learners have. Tell them what they should expect of you and how you will contribute to their learning.
- Let the learners know that the learning resources you use in class (slides, tapes, books) are available to them outside of class. Explain the procedures to secure the material.

- Have the learners fill out an index card with name, address, telephone number, goals, and other personal information you think is important.
- Vary your instructional techniques (lecture, discussion, debate, small groups, practical exercises, films, etc.)
- Get to class before your learners arrive; be the last one to leave.
- Use familiar examples in presenting materials. If you teach rules, principles, definitions, and theorems, explicate these with concrete examples that the learners can understand.
- Be prepared to use an alternate approach if the one you've chosen seems to bog down. You should be confident enough with your own material so that student interests and concerns, not lecture notes, determine the format of instruction. Use your background, experience, and knowledge to interrelate your subject matter.

Appendix F

Follow-up Materials to Presentation Skills



MCIDC Plaza Building 58 • 6395 SR103 North • Lewistown, PA 17044
(717) 248-4942 • Fax (717) 248-8610

Memorandum

To: Presentation Skills Participants

From: Suzanne M. Fisher

Date: 04/10/00

Re: Follow-up materials

III.

I trust everyone had a safe trip home and now ready to apply techniques we discussed in training. I have enclosed supplemental materials and resources we discussed. If there is anything I omitted, please let me know. (The sooner the better.)

For those of you in the west, I have news to share since we met in Mars. I have been offered and accepted a position to manage the training department for our local steel industry of 1200 employees. They own a plant in Latrobe, so I may be heading to the western part of state occasionally. It has been my distinct pleasure to provide service to trainers statewide! Tuesday, April 25 will be my last day at the Adult Education and Job Training Center. I will certainly miss the many friends I've acquired through this position!

ADELE CRAIG
Employment/Training Director
e-mail: atcraig@acsworld.net

CAROL MOLEK
Adult Education Director
e-mail: carcmole@acsworld.net

HELEN GUISLER
Counseling Services Director
e-mail: atcraig@acsworld.net



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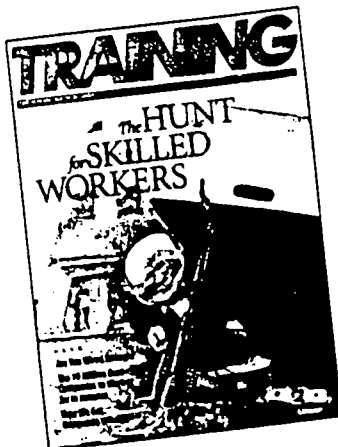
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Name (Please Print) _____ Title _____
Phone (____) _____ Fax (____) _____
Company Name _____
Address _____
City _____ State _____ Zip _____
May we contact you by E-mail? ☐ Yes ☐ No E-mail _____

IMPORTANT: To ensure proper entry of your order, please complete the following information.

1. My job title (check one only):

- | | |
|---|---|
| 01 <input type="checkbox"/> Pres., Chmn., Owner,
Partner, Principal,
CEO, COO, Exec. Dir. | 06 <input type="checkbox"/> Trainer |
| 02 <input type="checkbox"/> Exec. VP, VP, Genl. Mgr. | 07 <input type="checkbox"/> Supv., Coord.,
Assistant, Specialist |
| 03 <input type="checkbox"/> Asst./Assoc. VP | 08 <input type="checkbox"/> Spec. Prof'l. (i.e., Doctor,
Lawyer, Arch., Conslt.) |
| 04 <input type="checkbox"/> Director | 99 <input type="checkbox"/> Other (specify): _____ |
| 05 <input type="checkbox"/> Manager | |

3. My department (check one only):

- | | |
|--|---|
| 01 <input type="checkbox"/> Genl. Corp./Exec. Mgmt. | 06 <input type="checkbox"/> Operations, DP, Engr. |
| 02 <input type="checkbox"/> Genl. Admin. Mgmt. | 07 <input type="checkbox"/> Mktg., Sales, Prod./
Service Mgmt. |
| 03 <input type="checkbox"/> Trg./Development | 08 <input type="checkbox"/> Library |
| 04 <input type="checkbox"/> HR/Personnel | 99 <input type="checkbox"/> Other (specify): _____ |
| 05 <input type="checkbox"/> Indl./Labor Relations,
Safety | |

2. My org.'s primary bus. activity (check one only):

- | | |
|---|---|
| 01 <input type="checkbox"/> Manufacturing | 06 <input type="checkbox"/> Utilities |
| 02 <input type="checkbox"/> Hospitality (food, lodging) | 09 <input type="checkbox"/> Transportation |
| 03 <input type="checkbox"/> Retail | 10 <input type="checkbox"/> Health Care/Med. School |
| 04 <input type="checkbox"/> Wholesale/Distribution | 11 <input type="checkbox"/> Educational Institution |
| 05 <input type="checkbox"/> Finance, Insurance | 12 <input type="checkbox"/> Government & Military |
| 06 <input type="checkbox"/> Business Services | 13 <input type="checkbox"/> Consulting |
| 07 <input type="checkbox"/> Communications | 99 <input type="checkbox"/> Other (specify): _____ |

**4. Total no. employees in my org. (in all locations)
(check one only):**

- | | |
|---|--------------------------------------|
| 01 <input type="checkbox"/> 10,000+ | 05 <input type="checkbox"/> 250-499 |
| 02 <input type="checkbox"/> 5,000-9,999 | 06 <input type="checkbox"/> 100-249 |
| 03 <input type="checkbox"/> 1,000-4,999 | 07 <input type="checkbox"/> 50-99 |
| 04 <input type="checkbox"/> 500-999 | 08 <input type="checkbox"/> Under 50 |

5. Primary end product manufactured or service performed at this location (be specific): _____
Visit us online at www.trainingsupersite.com/training

B913

Resource List

www.pfeiffer.com

Lorraine, Ukens: *Getting Together*

Lorraine, Ukens: *Working Together*

Newstrom, John: *The Big Book of Presentation Games*

Pike, Bob: *Dealing with Difficult Participants*

Training Web Sites

www.astd.com

www.trainingsupersite.com

under community, last option 250 training sites that are rated

www.tcm.com

training links

www.cttbobpike.com

creative training techniques

www.nwlink.com/~donclark/hrd/sat.html

Big Dog's site training plans and activities

www3.sympatico.ca/thetrainingoasis

Accelerated learning activities and training plans

GACK

Combine

- 2 cups Elmer's glue
- 1/2 cup warm water
- food coloring

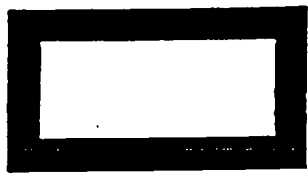
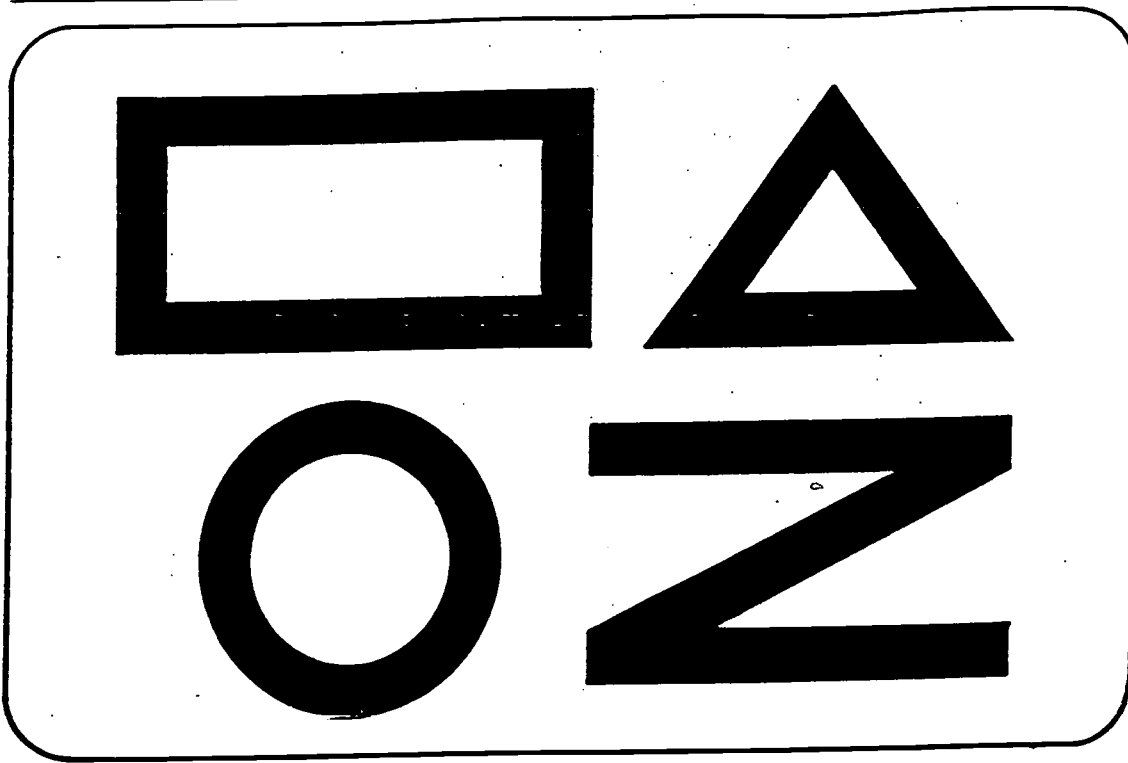
Combine

- 1/2 tablespoon Borax
- 1 cup hot water

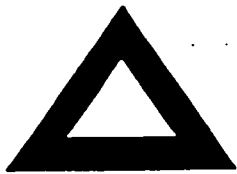
Combine the two above mixtures

Work it in (will be a gooey mess!)

Walk away and let sit (moisture will absorb)

CHARACTER SURVEY

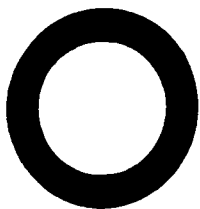
INTELLIGENT
Strong decision makers



LATERAL THINKERS
Prepared to look at all sides



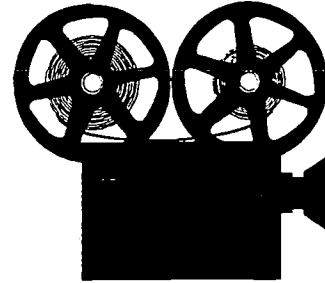
CREATIVE
Strong imagination
Leaders



Preoccupied with
SEX and BOOZE

Reproduced from *Games Trainers Play*, by kind permission of the authors.

Overhead Projector



- ☛ Repeat

 - Don't talk to screen or projector

 - TTT

 - Ensure all participants can see

- ☛ Make all necessary adjustments prior to training
- ☛ Learn to turn off projector after each transparency
- ☛ Leave lights on
- ☛ Don't show everything at once
- ☛ Clear visuals
- ☛ Use pen or pointer, not finger

19 ♦ The Right Connections

Objective

To encourage cooperation by having participants form a series of word connections created by linking picture symbols.

Group Size

Up to twenty-four participants. (See note below for ways to accommodate additional participants.)

Time Required

Fifteen to twenty minutes.

Materials

One picture from the set of Word Connection Cards for each participant.

Preparation

Duplicate each page (three pages total) of the Word Connection Cards on a separate sheet of card stock and cut into individual card sets along the dashed lines. Each page has eight different pictures. The three pages will be sufficient for a total of twenty-four participants (twenty-four individual cards).

Note: You may duplicate extra cards to accommodate additional participants.

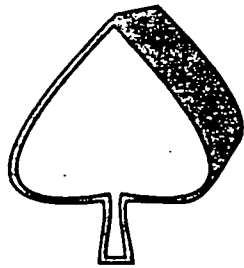
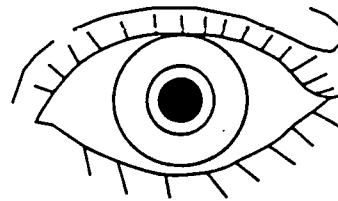
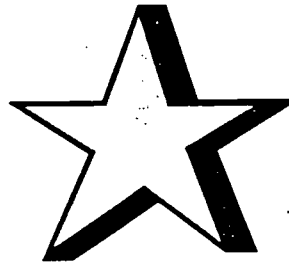
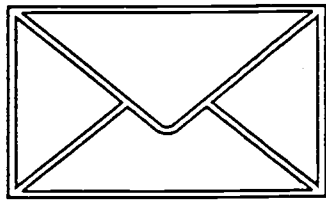
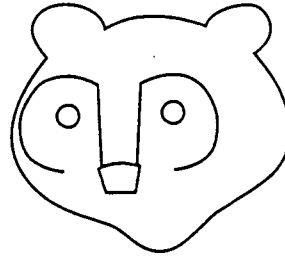
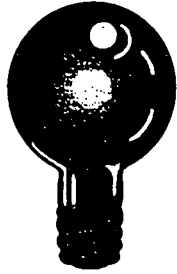
Process

1. Distribute one Word Connection Card picture to each participant. Explain that each card has a picture on it representing a particular word. The object of the game is to form the longest possible line of participants by connecting the last letter of one word to the first letter of another word. (For example: A picture of a ROSE would connect to a picture of an ECG, which would connect to a picture of a GIRAFFE, and so on.)
2. Tell the group to begin forming the word connection line.
3. End the activity by calling "TIME" after approximately ten to fifteen minutes.

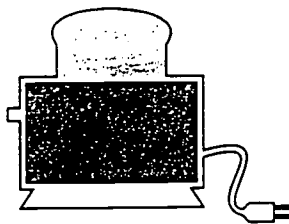
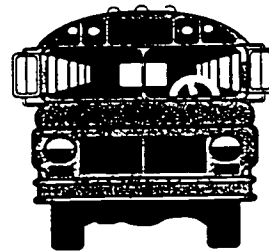
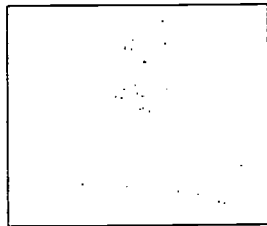
Discussion

How willing were other players to adjust their place in line to accommodate a better arrangement?

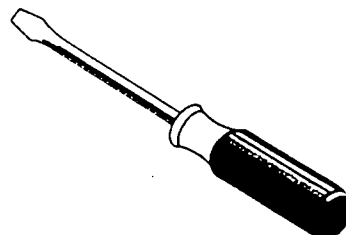
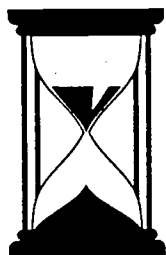
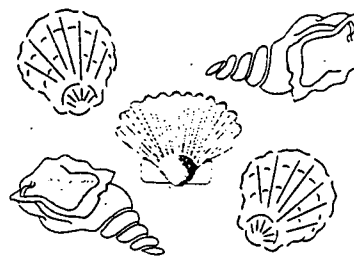
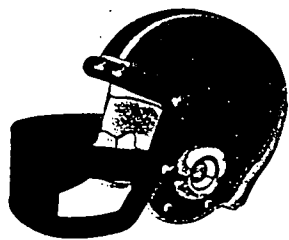
Word Connection Cards - #1



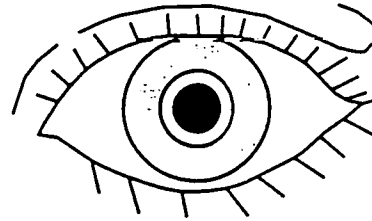
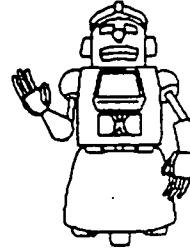
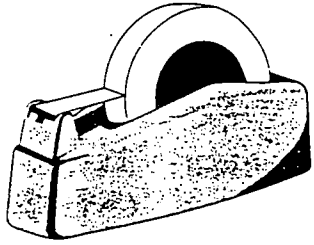
Word Connection Cards - #2



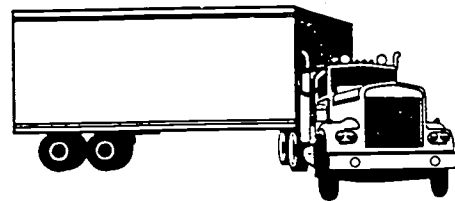
Word Connection Cards - #3



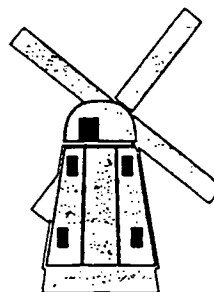
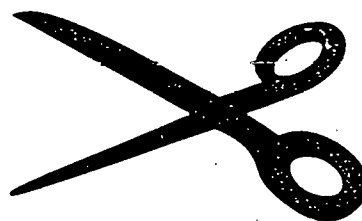
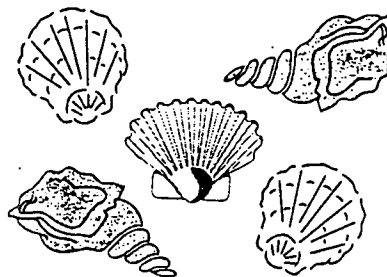
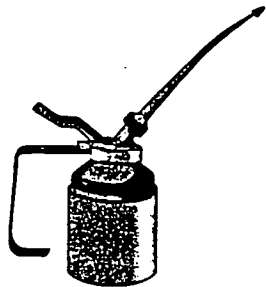
Pix Cards Sheet 1



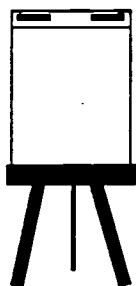
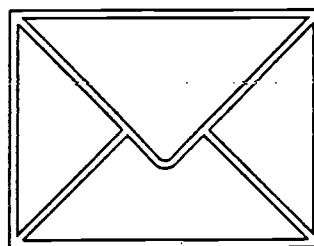
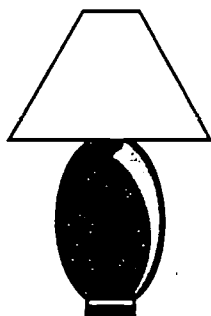
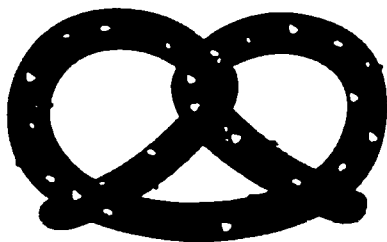
Pix Cards Sheet 2



Pix Cards Sheet 3



Pix Cards Sheet 4



Appendix G

Agenda for Train the Trainer

Train the Trainer Agenda

9/29/99

Introductions

Training Modules Third Year

Who Are We?

Training Approaches

Who Does What

Questions and Answers

Presentations

Lunch

Module Specific Training




Who does what?

What Train Trainer Project can do:

- inform PDC's trained trainers ready
- promote modules with PDC's, buzz
- receive feedback from trainers and provide consistent responses
- answer trainer's questions
- provide/refer technical assistance
- provide support/guidance re: follow-up
- assist in locating additional materials as needed
- provide certificates of completion

What PDC's can do:

- promote module use
 - request your services
 - contract \$ (staff member vs. independent consultant)
 - recruit trainees
 - not to deliver modules outside of project
 - support you to deliver modules as written
 - will secure training materials (extra materials: ie. Math, assessment)
 - will not share training materials with those outside of this project
 - assist you in operations:
 - OH projector, flip charts, tape recorder, VCR
 - disseminate pre-training materials
 - provide you with information re: audience
 - assist you in follow-up contacts/activities (supplemental sessions)
- 



Trainer's responsibilities

- maintain enthusiasm
- promote module concept
- recruit participants
- pre-training tasks:
 - logistics with PDC's: time, location, refreshments, appropriate facility, equipment
- work with PDC's on dissemination of pre-training materials
- get to know your audience
- modules: property of this project (make copy to write in/highlight)
- return modules when no longer training
- maintain integrity of modules (deliver as written - big issue last year)
- maintain security of training materials (inventory materials before and after training)
- do not use materials or components outside of project
- provide: attendance lists, evaluations and completer list (for certificates) to tm trnr project
- assist tm trnr project with evaluation information: session evaluations, overall evaluations, other information as requested

Train the Trainer Critique Sheet

Mini-Presentation

Lead trainers will be looking for you to do the following in your 5-minute training presentation:

_____ **Communicates purpose/objective**

_____ **Presents new information clearly**

_____ **Maintains enthusiasm**

The following activities are desirable, but optional, given that you have only 5 minutes to make a training presentation:

_____ **Provides opportunity for active participation by group members**

_____ **Brings out information from the group during discussion**

_____ **Responds to and answers participant question(s)**

Train the Trainer Evaluation

Name: _____

Date: _____

Module: _____

Do you feel that this training, along with the study of the module(s) has prepared you to begin training?

Do you understand how the training project works (i.e. how you will work through the PDC's, how trainings will be scheduled, etc.) ?

(1 least effective / 5 most effective)

Please rate the effectiveness of the morning session to prepare you to deliver training. _____

Comments:

Please rate the effectiveness of the afternoon session to prepare you to deliver training. _____

Comments:

What questions are left unanswered? What further assistance will you need?

Do you have any suggestions or additions/deletions to this trainer training so that it might better prepare module trainers? Please explain.

How did the trainer presentations help you?

Other comments:

Appendix H

Module Training Listing

Number of Times Modules Were Offered and Number of Completers for 7/99-9/00

	Phil	SE	99-00	CNE	99-00	SC	99-00	SW	99-00	NW	99-00	Statewide
	99-00											99-00
Case Management												
Times Offered	3		0		1		0		0		2	6
# of Completers	23		0		7		0		0		15	45
Assessment												
Times Offered	5		2		1		2		3		3	16
# of Completers	43		36		10		20		24		15	148
Math as Problem Solving												
Times Offered	1		0		0		1		0		2	4
# of Completers	2		0		0		5		0		15	22
Multi Level ESL												
Times Offered	1		1		0		0		0		0	2
# of Completers	10		14		0		0		0		0	24
Cooperative Learning												
Times Offered	1		0		0		1		1		0	3
# of Completers	6		0		0		7		8		0	21
Hands-on Session with the TABE												
Times Offered	2		0		0		2		1		3	8
# of Completers	15		0		0		18		4		33	70
Hands-on BEST												
Times Offered	1		1		0		0		1		0	3
# of Completers	12		14		0		0		8		0	34
ESL Assessment												
Times Offered	0		1		0		0		0		0	1
# of Completers	0		14		0		0		0		0	14
Adults w/Learning Differences												
Times Offered	1		2		1		0		3		5	12
# of Completers	12		22		12		0		40		47	133
Communicative ESL												
Times Offered	2		4		0		0		0		0	6
# of Completers	16		19		0		0		0		0	35
Reading												
Times Offered	2		2		3		2		3		3	15
# of Completers	30		24		36		18		31		35	174
Bridges to Practice												
Times Offered	0		0		0		0		0		0	0
# of Completers	0		0		0		0		0		0	0
Totals												
Times Offered	19		13		6		8		12		18	76
# of Completers	169		143		65		68		115		160	720



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